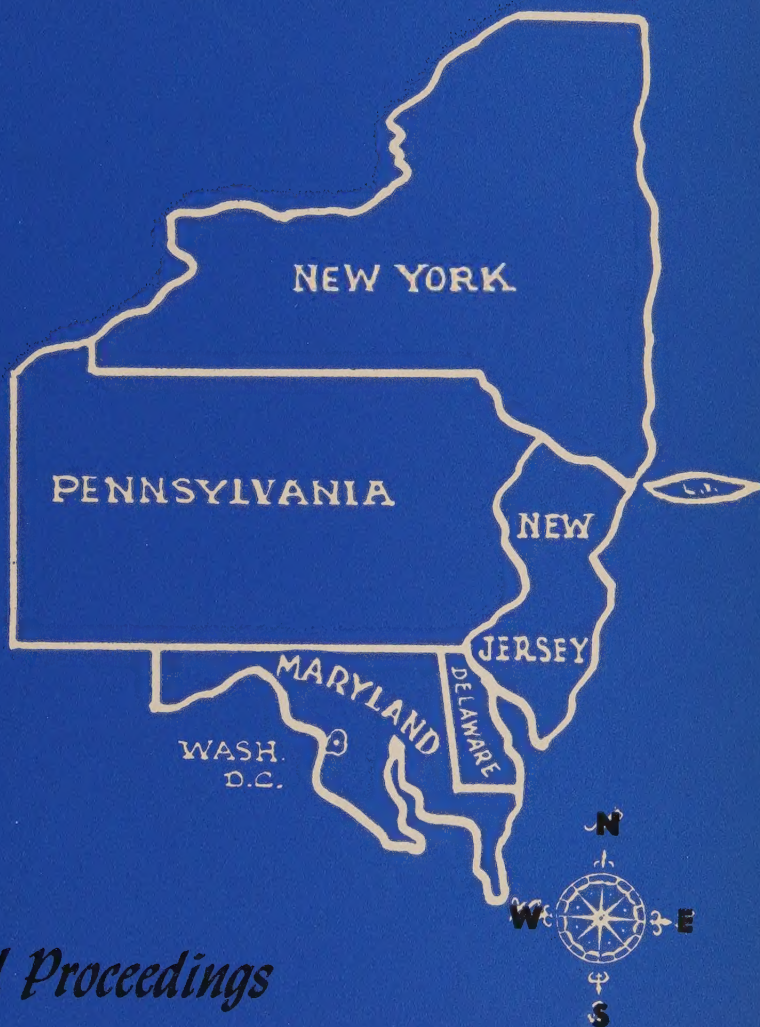


INTEGRATION

A CHALLENGE AND AN
OPPORTUNITY FOR EDUCATORS
IN THE MIDDLE STATES

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Vol. 54

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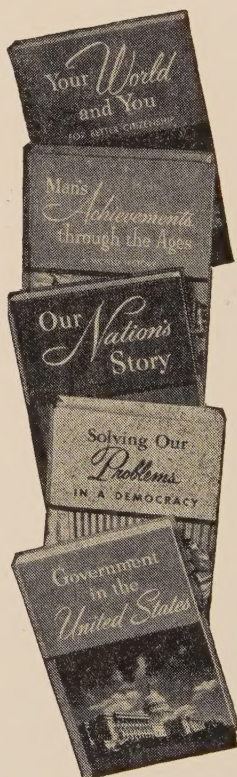
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INTEGRATION:
A CHALLENGE AND AN OPPORTUNITY
FOR EDUCATORS IN THE MIDDLE STATES

Annual Proceedings
of the
Middle States Council for the Social Studies
DOROTHY W. FURMAN, Editor

VOLUME 54

1957

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FOREWORD

In accordance with the aims and practices of the Middle States Council for the Social Studies, the Council continues to hold its Annual Spring Meeting in a different section of the middle states region, and to adopt as the theme for each meeting a topic or problem of current interest to social studies teachers.

Integration continues to be one of the vital issues which affect schools. Thus, the 1957 meeting was held in Wilmington, a city which had quietly and successfully gone about the business of achieving school integration; but in a "border" state — Delaware, where school integration is still an ideal to be achieved in many communities.

Too often school integration is thought of as a "southern" question. It is hoped therefore, that the reports printed in this issue of the Proceedings will help to dispel such a misconception. Clearly, the challenge to increase the effectiveness of schools toward realizing the potentialities of all pupils, regardless of their ethnic, socio-economic or cultural backgrounds, is a national challenge.

The key-note address by Dr. Earl T. Hawkins, President of State Teachers College at Towson, Maryland, is reported here in essence. We hope that his remarks will help our readers to analyze their own attitudes and prejudices. The members of the panel discussion group were highly qualified to describe real situations and real experiences which they had faced in their schools or their cities. The panel members generously agreed to expand their remarks for the Proceedings, and to write more fully about integration in their own communities. The preparations, the problems, the successes, the failures, the techniques, the hopes and the plans for the future are described in the reports submitted by the panel members. These reports make up the major part of these Proceedings.

The leavening for the sober topic of Integration was provided by the scene of our Saturday meeting — Winterthur Museum and Gardens, at Winterthur, Delaware. Dr. E. McClung Fleming, Dean of Educational Program at Winterthur introduced many of our members to this rich resource of our nation's cultural history. We are happy to be able to include in this issue, a summary of his address.

A bibliography on integration, made up largely of recent inexpensive pamphlet material is offered as an additional resource for social studies teachers.

DOROTHY W. FURMAN,
Editor

906
M62P
v. 54

President's Message

The Middle States Council for the Social Studies is an organization for the advancement of social learnings in schools and colleges. Its members gather together twice a year to enjoy good fellowship and to exchange professional ideas. Its sessions are marked by lively exchanges of opinion, of action and reaction. Its members come away from these annual meetings with a sense of renewed dedication to the great unfinished tasks still lying before them and with an increased determination to meet the challenges which face them in their daily endeavors.

Such a meeting was the Wilmington, Delaware conference of May 10 and 11, 1957. Designed to implement the Council's purpose "To act as a forum for the exchange of ideas, experiences and solutions to educational problems," this series of lectures and discussions on **Integration** presented a challenge and an opportunity for education in the Middle States.

Grateful acknowledgement is made of the splendid work of John H. Niemeyer, President of Bank Street College of Education, for his capable leadership as Program Chairman for the meeting. George G. Windell of the University of Delaware and his Committee on Local Arrangements upheld the tradition of the Middle States for hospitality and smooth operation of the conference. Last, but far from least, our sincere thanks are extended to Dorothy Furman of the Board of Education of New York City for her capable work in editing these Proceedings.

WILLIAM H. HARTLEY,
President, Middle States Council
for Social Studies

TABLE OF CONTENTS



SOME BROADER IMPLICATIONS OF SCHOOL INTEGRATION	<i>Page</i>
John H. Niemeyer	1
PREJUDICE AND INTEGRATION	
Earl T. Hawkins	4
EQUAL EDUCATIONAL OPPORTUNITY IN WILMINGTON	
Ward I. Miller	8
INTEGRATION MOVES FORWARD IN SOUTHERN NEW JERSEY	
Walter L. Gordon	12
DESEGREGATION IN THE BALTIMORE SCHOOLS	
Samuel T. Daniels	16
THE ALL-DAY NEIGHBORHOOD SCHOOLS AND INTER GROUP LIVING	
Adele Franklin	18
INTEGRATION AT JEFFERSON JUNIOR HIGH SCHOOL	
Hugh Stewart Smith	21
HUMAN RELATIONS PRACTICES IN THE PHILADELPHIA PUBLIC SCHOOLS	
Harry M. Orth	24
PROGRESS IN THE NEW YORK CITY INTEGRATION PROGRAM	
.....	29
THE AMERICAN ART AND THE SOCIAL STUDIES	
E. McClung Fleming	32
BIBLIOGRAPHY—INTEGRATION	
Pearl Fisher	35
FIFTY-FOURTH ANNUAL SPRING MEETING PROGRAM	
.....	38

Some Broader Implications of School Integration

By JOHN H. NIEMEYER

President, Bank Street College of Education, New York City

Patterns of School Segregation

It is true that the problem of school desegregation in the South differs from this problem in the North. In the former region the pattern of segregation has been supported by a local structure which in turn has been the result, and in part the cause, of a complex of overt social, economic, and political forces favoring separated schools. In the North, on the other hand, school segregation where it has existed has been the result of housing and a complex of subtle forces existing without support — in fact, often in defiance of — the legal structure. Interestingly enough, the region of the Middle States Council for the Social Studies encompasses both the legal and the extra-legal patterns, and the papers printed in this volume throw light upon ways that some of the communities of this region have been working within their respective patterns to bring about school desegregation. The story of Wilmington, for example, reveals how foresight, careful planning, and courageous action by community and school leaders can alter a long-standing legalized pattern of school segregation. The story of one of Washington's schools suggests the ways in which many school principals and their faculties have tried to utilize desegregation as an opportunity and not simply as a problem.

Integration: More Than Desegregation

School desegregation, however important, is not the same as school integration; in fact, integration is not a fixed point but rather a dimension along which there are many points, one of the first of which is desegregation. Such a concept is particularly appro-

priate if we accept the principle that the purpose of school integration is to foster the full realization of the powers of all our children — regardless of their ethnic, socio-economic, or cultural subgroups. The challenge, then, to the schools and especially to social studies teachers of the Middle States is not so much the challenge of legal desegregation as the challenge of true integration once desegregation has taken place.

An Experimental Study

An experimental school-integration project which Bank Street College of Education began in 1957 in a cluster of three elementary public schools in New York City quickly discovered some of the needs which schools of this kind must meet if desegregation is to achieve its basic purpose. These were schools which for several years had been "integrated" as a result of a reorganization of the school-attendance districts which previously had placed nearly all the white children in one school. With the reorganization, the population of each school was approximately 20% white, 30% Negro, 50% Puerto Rican. True school integration, however, demanded more than this; in fact, enough of the white families moved from the neighborhood or sent their children to private or parochial schools so that the public schools were in danger of returning to the segregated pattern without demonstrating that a mixed population can go to school together successfully. Consequently, the superintendent and the principals welcomed the assistance of the Bank Street College Public School Workshops.

Some Key Problems

Three of the needs of these public schools — and perhaps of all schools which strive sincerely to have desegregation lead to a successful level of integration — should be a matter of concern and study for all teachers of the social studies. Even though the scope of this article precludes a substantial report on these needs, it may be helpful to describe each of them briefly.

1. How can teachers best be helped to meet the instructional problems which increase with the spread of academic skills and abilities in the classroom? The more we mix pupils of drastically different educational and cultural backgrounds, the wider this spread becomes. Regardless of innate ability, many children in a school in the process of being integrated are less well prepared than other children to be successful in the learning program of that school. The Supreme Court was correct: segregated schools in general do not give equal educational opportunities. But this conclusion applies to the non-legal as well as the legal pattern of segregation, and it also involves all the sub-groups of American culture and not just the colored and white ones.

Finding ways, therefore, by which schools and teachers can gear curriculum and teaching procedures to the learning-dynamic of children and youth of these many sub-groups is the most important task facing American education.

2. The second need flows from the first. The chief problem that must be solved if schools are to be geared as stated above is the problem of communication between teachers who by and large operate within the value system of the middle class, and children who

come from homes with very different patterns of values. Educators often use as a symbol of this problem the fact that the beginning readers most commonly used in our schools portray a way of life which is foreign to the experience of millions of our children. Although an increasing number of sensitive teachers have felt concern over this problem, few schools or individuals have known how to start solving it. One important cause of this sense of frustration is the general belief of teachers that the majority of the families in some of our sub-groups *have no expectations* of the school for their children. This belief seems to be supported by the response of these children to the school program and the response of the parents to efforts of the school and the PTA to interest them in what the school is doing. Of great importance, therefore, are the initial findings of the Bank Street College study which indicate that many of these families who *appear* to have no interest *actually hold some very strong opinions about what they want their children to derive from school*. A year from now it should be possible to describe in some detail this expectancy pattern as found in at least one segment of our big-city population. In addition, teachers everywhere who are interested in this problem should take a fresh look at our professional preconceptions and strive to understand and describe the concerns about schooling which are felt — although infrequently expressed in words — by many of the parents in the various sub-groups of our culture.

3. The third need is closely tied to the other two. If schools are to be successful in educating the children of groups

who do not feel that the schools are related meaningfully to their lives, then schools must find ways of opening up lines of communication with the parents of these children. This is a complex problem, not solved solely by friendliness on the part of the school, however important that may be. One point seems to be clear from the Study referred to above: the opening of lines of communication requires that leadership emerge from the ranks of what we might call the submerged parents. These parents need spokesmen to give expression to their concerns and needs, to stimulate their efforts to educate themselves as parents and citizens, and to lead them into intelligent involvement in schools and the educational development of their children. To help such leadership emerge is not exclusively the responsibility of the school, of course. Yet, the school is in a particularly strategic position for giving such help, for a mutual concern for the welfare of the children is the firmest common ground upon which parents and community workers can stand to work cooperatively. How the school can go about reaching this goal must become the object of study and experimentation by educators. Certainly we can say that the usual approaches

of the PTA meeting, pupil progress reports, and an annual open house during Education Week will not suffice. The school somehow must reach out more meaningfully into the lives of these people. To do this will require some redefinition of the roles of principals, teachers, and school social workers; it will require much more cooperation between schools and other community agencies; it will require that the growing knowledge of the social sciences about the dynamics of American culture be more deeply infused in the thinking of educators about the role of the school.

Conclusion

A look at school integration in the Middle States, then, reveals some broader understandings which take this issue beyond any limited pattern or geographical location. School desegregation coupled with true school integration, as this article has attempted to show, is a challenge to all America. It is a complex problem within which there are many important problems. We will not make progress by pretending that these problems do not exist. But we can attack them with the realization that this effort can be a powerful force for unity within diversity in our entire society.

Prejudice and Integration

By DR. EARL T. HAWKINS

President of State Teachers College, Towson, Maryland

(Dr. Earl T. Hawkins delivered the opening address to members and guests of the Middle States Council for the Social Studies at their annual conference held on May 10th, 1957 at Wintherthur, Delaware. Integration provided the theme for an inspiring talk, and set the keynote for the panel discussion which followed. The following excerpts from Dr. Hawkins' address will give readers some idea of the reason he held his audience in rapt attention. The Editor of the Proceedings has taken the liberty of making the selections; and of inserting the sideheads for clarity.)

People Look Down on People

So many of us look down on people who do not think or do almost exactly as we ourselves think and do.

Buyers look down upon salesmen and salesmen look down on buyers.

Politicians look down upon citizens' committees and almost everyone looks down on politicians.

Bridge players look down on canasta players and poker players look down on bridge players.

Ritual-loving churchmen look down on their more emotional brethren, and the "old time religionists" see no religion in ritual.

City people look down on country rubes and farmers on city slickers.

Fly fisherman on worm fisherman.

College professors on business men and business men on teachers.

Sophomores on freshmen and everybody on sophomores.

Locomotive engineers on conductors and airplane pilots on engineers.

Medical specialists on general practitioners.

Secretaries on stenographers and stenographers on bosses.

Corporals on privates and all other ranks on second lieutenants.

Neighbor on neighbor.

Color on color.

Nationality on nationality.

The list is endless.

How stupid! How utterly, senselessly, childishly stupid!

There isn't one who is looked down upon but who can add some richness to the look-downer's life. Look up if you would grow. Only the egotist looks down.

A thousand philosophers have expressed it in one way or another, distilled down to this: "Everyone I meet is in some way my superior."

You Can't Type People

A short time ago a high school teacher asked a class of senior students to write down what they thought about certain groups of people. Here are a few of the answers she received:

Englishmen don't understand jokes. Italians like spaghetti. Jews have long noses. Catholics are intolerant. Stockholders are rich people. The Scotch are miserly. Japanese are tricky. Negroes are lazy. Greeks are dirty. Germans are arrogant.

In how many instances would you agree that the students are right? The answer depends of course, on what the students had in mind. If they were referring to *all* Englishmen, *all* Italians, *all* Jews, and so forth, they were certainly wrong in every case.

Though some Jews have long noses, many do not. Furthermore, there are as many Catholics with long noses as Jews. As to Italians, many of them hate spaghetti.

This kind of "typing" of a person assumes that a large number of people with *one* characteristic in common, religion, nationality, occupation for example — must necessarily be the same in other respects too. Since this is far from being the case, such a habit leads to a great many unfortunate prejudices.

The advantage of "typing" people is its convenience. The disadvantage is that we operate with a closed mind and never learn what we should know. This has been proven over and over. For instance, stockholders are certainly not — as the students thought — all rich. A recent survey disclosed that four out of five stockholders have incomes of less than \$5,000 a year.

We tend to judge people by their labels — by what we *think* the group they belong to is like. All of us are alike in many ways. We're Americans. We wear clothes. We eat meals. We need rest and relaxation.

But we are different in religion; in racial background; hair color; height; the things we like. Each of us has individuality. We really can't pigeonhole people. Not all Germans are stubborn. Not all Italians can sing. Not all Englishmen are Episcopalians. Not all Irishmen are Catholics. Not all Jews have distinctive features. Not all Danes are tall. Not all Negroes speak with a Southern accent. Not all Swedes are blonde and blue-eyed.

The important thing is to recognize the dignity of the individual — to treat people as human beings. That's one point Christianity and democracy have in common.

We All Have Prejudices

"I do not like thee Dr. Fell;
The reason why I cannot tell,
But this I know, and know full well —
I do not like thee, Dr. Fell."

A prejudice is an attitude we have toward a specific situation that we reach without sufficient consideration of the facts about the situation. We all have some prejudice — we may not always admit or realize it.

Some prejudices are based on lack of information, or on unfamiliarity; in foods for example there are common prejudices against snails, horemeat, fried grasshoppers.

But prejudice is not restricted to one place or one time in history.

Pagan Romans persecuted Christians. Christians persecuted Jews. Protestants — Catholics. Catholics — heretics. Whites — Negroes. Pilgrims — aborigines. Many colonists — Quakers.

Various minority groups have been the object of prejudice; have been looked down upon and segregated. In the early days of our country Quakers and Jews among others. Later as immigrants arrived in larger numbers — the Irish, Italians, Greeks, Poles, Puerto Ricans were restricted to certain areas in cities and given access only to menial jobs.

And it was not only in the east. In the southwest it was Mexicans; on the west coast — Japanese.

Many minority groups have been absorbed and no longer stand out as different. But the Negro has been handicapped by two things. He began life as a slave; he can easily be identified by color. Other groups "look" different — Japanese, Chinese, Puerto Ricans, Indians, Chinese. But they were never slaves. Some groups were originally slaves, but they are not colored.

What Does Science Say About Race?

Racially, there are three basic groups of people in the world — Negroid, or black; Mongoloid, or yellow; Caucasoid, or white.

Aryans, Jews, Italians, Puerto Ricans, Mexicans are *not* races. Hitler's use of the term *Aryan* was completely unscientific.

Jews are people who practice the Jewish religion. They are of all races — even Negro and Mongoloid. Physically they resemble the population among whom they live. The so-called Jewish type is a Mediterranean type and no more "Jewish" than south Italians. Italians are a nationality made up of many different racial strains. The "typical" south Italian is a Mediterranean — more like the Greeks or the Spaniards or the Levantine Jews than the blond north Italians. The Germans, the Russians, and all other nations of Europe are *nations* — not races.

All human blood is the same — whether it is from an Eskimo or a Frenchman, or a Scandinavian, or an African pygmy — except that all blood comes in types — O, A, B, and AB. But whites, Negroes, mongols, and all races have all these types of blood. There is no way to differentiate between Negro blood, "white" blood, or oriental blood.

Scientists who have studied gifted children have found children with top scores among Negroes, Mexicans and Orientals. It is, of course, often true that Negro children in segregated schools show lower achievement on standardized test scores than do white children. The assumption thus is often made that Negro children have inferior ability. Science has proven that intelligence tests invariably measure the intelligence that a child was born with, *plus* what happened to him after he was born.

In the AEF during the First World War, Negroes scored lower than whites; *but* southerners, black and white scored lower than northerners black and white; *and*

northern Negroes from New York, Illinois, Ohio scored higher than southern whites from Mississippi, Arkansas and Kentucky.

The Problems of Integration

There are at least five attitudes that people have toward integration.

Impossible — oppose it to the bitter end.

Highly regrettable — do nothing to support it.

Regrettable — but it's here, so go along with it.

Inevitable — work it out the best way possible.

Desirable — let's make it work as well as we can.

Probably some of you belong to each of these groups. If you are in any of the first three groups *you are prejudiced and should admit it* — because segregation is based on assumptions which have no scientific basis and are contrary to the basic tenets of the Declaration of Independence and the Constitution, as well as to Christianity and the idea of fair play.

Encouraging integration isn't only a matter of being fair to people. In many ways it is a matter of survival. We forget that, taking the world as a whole, the white race is a minority group. Communist propagandists have cleverly stirred up the feelings of dark skinned people of all types by arguing that a country which discriminates against its own dark-skinned citizens cannot be trusted with world leadership.

A minor racial incident in Alabama is likely to rate more space on the front page of the Bombay newspapers than the most incisive attack upon the Communist terror by an American delegate to the UN.

Africa, China, India, Japan, — far outnumber us in population. We cannot preach democracy to them and continue to practice segregation.

What Can We, As Teachers, Do?

1. Accept honestly and fully the fact that there are not racial or color inferiorities; there are only cultural differences. If you don't believe this — read. Do not take the attitude "My mind is made up. Don't bother me with facts." Margaret Mead says "No research has yet been able to prove racial inequalities in any socially relevant trait: intelligence, musical ability, vulnerability to disease, capacity to produce geniuses, or tendency to produce imbeciles."
2. Accept the fact that each one of us has his prejudices. Admit them as prejudices and examine them honestly. Then try to reduce them as intelligently as you can.
3. Try not to act on prejudice. If you don't like a person, or a group — be careful!
4. Speak up when you hear people saying untrue or unfair things about groups, or individuals because of their type.
5. Teach likenesses and contributions as well as differences. Eskimos are strange, primeval, not just uneducated. Chinese use chopsticks, eat rice and have slanted eyes; but they were philosophers, scientists, inventors, city-builders when our ancestors were living in caves. Italians are known for spaghetti — but they are equally well-known for Verdi's operas, for Michael Angelo and Toscanini. Greeks may run restaurants in America, but their ancestors erected the Parthenon.
6. Accept the fact that integration is no longer a matter of whether or not; it is merely a case of when and how. Ralph McGill, editor of the Atlanta "Constitution" says: "Segregation is on the way out and he who tries to tell the people otherwise does them a great

disservice. The problem of the future is how to live with the change."

7. Respect for the individual and his personality means treating each person as a human being — *not* in terms of his race, religion, rank or occupation. It means never riding roughshod over another personality just because you *can*. It means *not* regarding people in terms of whether they are useful or useless to *us*. Let's remember that people are, above all, human beings. That basic fact transcends all superficial differences.

The Evolving Importance of the Individual

The evolving importance of the individual is the biggest news in civilization. In Christ's day there was "no room in the inn," there were hoards of beggars; there were boats manned with hundreds of galley slaves. One emperor massacred 10,000 slaves for a public spectacle. Criminals were treated and hunted like beasts. Slaves were put to death on any pretext.

Even within the last century slavery existed; little children worked in mills and mines; the insane were treated like animals; the working day was twelve hours long.

We have seen the development of public hospitals, public schools, universal suffrage, the 5 day week, child labor laws, social security, old age pensions, institutions for the mentally deficient.

All of these show increasing concern for people as persons. Slavery is gone; and now, 100 years later, segregation is going.

Let us be mature, intelligent and considerate. Let us stop labeling people by what group they belong to, what family, what race, what religion, what occupation, what status. It may be human nature to be prejudiced, but it's not intelligent. It may be customary but it's not fair. It may be easy to do, but it's not kind.

Equal Educational Opportunity in Wilmington

By WARD I. MILLER

Superintendent of Schools, Wilmington, Delaware

NUMEROUS significant steps toward integration had been taken in Wilmington prior to the decision of the Supreme Court handed down on May 17, 1954.

Over several years before this date, Negro and white students were enrolled in classes for the blind and the deaf; in evening school courses; and in adult education activities. Teachers of both races worked together on committee assignments; they were accepted on an equal status in city and state professional organizations. Pupils of unusual ability sang and played together in city-wide choruses, orchestras and bands, without regard to color. Teams representing Negro and white schools engaged in athletic contests in all sports. The annual conference on international relations and the United Nations was organized and conducted by delegates from student bodies of both races.

Some steps had been taken by the city at large, such as the opening of motion picture theaters to both races. However, the schools were leading the way toward desegregation and integration. Since it was becoming more and more clear that a court decision was approaching, plans for new schools took into account the effect of integration on building locations and probable student enrollments. Three new elementary schools on the east side of the city were organized with desegregation in mind.

All of these measures were approved by the people of Wilmington and New Castle County. As a result, a state of acceptance and readiness had been established by the time of the court's decision.

Three weeks after the opinion was handed down, the Attorney General of the State of Delaware wrote the President of the State Board of Education as follows:

"According to the opinion, we are required to submit briefs by October 1, 1954 for the purpose of assisting the court in formulating decrees to bring about an effectual gradual adjustment from existing segregated systems to a system not based on color distinction.

"The Court recognized that the decision presents problems of considerable complexity because of the great variety of local conditions. The opinion nullifies our constitutional provision and its statutory counterpart providing for separate but equal educational facilities. The Court announced that segregation is a denial of the equal protection of the laws.

"The opinion is not a self-executing one and does not call for immediate integration. It is possible for any school district, however, where circumstances permit and the situation warrants, to effect integration consonant with the laws of the land as now announced by the recent court opinion without doing violence to the Constitution and laws of our own State, notwithstanding the fact that the mandate of the United States Supreme Court has not yet been handed down."

On June 11, 1954, the State Board of Education issued a formal statement based on the opinion of the attorney-general as given above, authorizing the Board of Public Education in Wilmington to proceed with

the development of plans for the integration of the city schools and asking that such measures as are approved be forwarded to the State Board for inclusion in the brief to be submitted to the Court before October 1.

At a meeting of the Board of Public Education in Wilmington held on June 21, 1954, the Superintendent presented specific proposals regarding integration of the city schools. These were considered with great care and thoroughness. The proposals were studied again at the regular meeting held on July 8, 1954. At this time opportunity was given individuals or representatives of organizations or groups to put forward any statement or materials. A number of persons availed themselves of this opportunity. The proposals of the Superintendent and staff and the remarks of individuals were well covered in the press and on the radio and television.

Following the public hearings and a careful review of all questions that had been raised, on August 2, 1954, the Board approved the first steps in a plan to integrate the city schools. For the school year 1954-55, all elementary schools were desegregated. One Negro school was closed, pupils and teachers being transferred to a previously all-white building. Pupils in the Negro high school in grades eleven and twelve could transfer to other high schools if particular courses were desired. Transfers and reassignment of the teaching staff were made as necessary.

For many years the Wilmington schools have had in operation a policy whereby pupils living in one attendance area can request transfer to another school in the city, provided only, that room is available. This policy was used effectively in putting into practice the new program of integration. It was thought that many parents, both white and Negro, would request transfer. Such proved not to be the case. Of the many

thousands of requests that could have been filed, fewer than one hundred were actually received. These were cared for without difficulty. There are some indications now appearing that certain residence restrictions may become necessary, but this problem will be met as it arises.

In September, 1955, additional steps were taken. Integration of all seventh grade pupils was authorized as well as free transfer among senior high schools. Beginning September, 1956, the entire plan was put into effect under the same plan of free transfer provided space was available. Thus, over a three-year period, the Wilmington schools achieved desegregation. As of October, 1957, all Negro elementary pupils, some 41% of the total number, are attending schools enrolling both Negro and white pupils. In some units only a few boys and girls of one race or the other are found; in others, the figures run to 50% of each. The junior and senior high schools are all fairly well integrated with the exception of the former Negro senior high school. To date only one white student is enrolled in this unit. Of the junior high school pupils, 39% are Negro; in the senior high schools, 20%. These figures suggest a loss of Negro pupils from the upper grades.

Integration of staff has proceeded gradually. At present one out of six of our Negro teachers is assigned to so-called white schools. Two white teachers work in all-Negro schools. Selection and assignment of teachers are now made without regard to color, except in special situations.

While the Wilmington community had accepted the steps leading to integration prior to the court's decision, a number of parents and other citizens questioned the advisability of moving so soon toward the implementation of any plan. Many cautioned against proceeding too rapidly. Some advised Wilmington to wait until the program should

become state-wide. However, only a handful openly opposed the three-step procedure authorized by the Board.

On the other hand, considerable pressure was exerted to have the Board adopt a complete program at once and to make it effective in September, 1954.

Experience has proved the wisdom of the Board's decision. Even those who advocated more rapid integration now recognize that the remarkable success achieved is due to careful planning and gradual advance.

Factors Influencing Success

Several factors account for the fact that the program outlined in 1954 has been accomplished with so little friction and difficulty.

Most significant of these is public understanding. From the first, the public was taken into the confidence of the Board. While individuals as such were not excluded from meetings and hearings, special effort was made to insure that several important organizations would send representatives qualified to speak for them and to discuss in a mature manner the issues involved. The Wilmington Home and School Council, unit chapters of the Congress of Parents and Teachers, the National Association for the Advancement of Colored People, labor unions, church groups — particularly the Friends, and the American Association of University Women, were among the groups invited to meet with the Board. Over a period of three months, continuous study was given the problems that would be met. This is a short period, but as indicated above, it was felt that a state of readiness had been reached by the majority of the people of Wilmington.

The support of the press and radio was all that could be desired. Reporters, columnists and radio and television announcers kept the public fully informed and presented arguments both for and against the plans pro-

posed. Full explanation of each step was made as it was undertaken. In special press and radio conferences, held frequently, the administrative staff described the problems met, indicated the questions which were being raised, and benefitted from the information given us by the reporters. We are deeply grateful for the assistance given the schools by these men and women.

The support of the city government at critical times was most significant. During the period when disturbances were breaking out in other places, city officials made it clear to all that a firm stand would be taken against those who wished to embroil the Wilmington schools in conflict and racial antagonisms. There is no doubt that this attitude on the part of city government and police officials prevented occurrences which appeared elsewhere.

Careful planning went into each step taken. At meetings of staff members, parents, organization representatives and the Board, each point was fully examined. This same watchfulness has characterized the development of the program over the past three years. Any incident of unusual character is investigated immediately to determine its causes and the means of preventing a recurrence. As a result, no problem of unusual or unexpected nature has arisen. Alertness of the staff to the dangers inherent in any situation has paid off richly.

Great credit must go to our principals and teachers for the success of the program. Willingness to give up summer vacations, to visit in advance the homes of parents of prospective pupils, to overcome personal hesitation and doubts and to study individual pupils, are responsible for the spirit of understanding and cooperation that has characterized parent-teacher meetings, school programs, fairs and neighborhood activities.

Excessive publicity has been avoided.

Numerous papers and magazines have requested permission to write up the Wilmington story and to describe it pictorially. This, we feel, is not in the best interests of what we are trying to do. We have felt we could accomplish much if it were done quietly. The support of many parents would be sacrificed if handled differently.

Problems Yet to be Solved

Of course, many problems are yet to be solved. The programs of urban renewal, low-cost housing and neighborhood change will present difficulties which will demand most

careful study and patience. When the time comes that we must tighten lines of attendance areas, it is likely that objections will be made. Differences in scholastic achievement will require special testing and grouping. Extension of the instructional programs for retarded, superior and physically handicapped children will be influenced by the attainment of full integration.

These matters are but the growing pains of a program that has proved to be so significant for Wilmington. We are confident they can be dealt with effectively.



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Integration Moves Forward in Southern New Jersey

By WALTER L. GORDON

Principal, Charles Sumner School, Camden, N. J.

IT should be pointed out at the outset of this article that, while the public school children in the school systems of Northern New Jersey were always integrated, few Negro teachers were employed before integration became the accepted pattern of the state. Where Negro teachers were employed, they were always assigned to the elementary level and often in less desirable areas. The majority of the Negro teachers employed in the North Jersey districts at this time were in Newark and Jersey City.

Throughout Southern New Jersey with few exceptions Negro pupils were segregated at the elementary level. In all cases Negro teachers were employed for all the colored schools. In several instances rooms were set aside in the one main school building for all Negro pupils and Negro teachers. In all such cases there were several grades to a room. In Asbury Park the elementary school was built in two sections separated by an auditorium. One section was for all white personnel and students and the other for all colored personnel and students. The auditorium was scheduled separately.

It is understandable that this kind of system had existed so long that a transfer to an integrated system would be filled with challenges to all concerned.

Integration in Camden

The Camden City school system is the largest in New Jersey south of Trenton. Here the pattern was segregation at the elementary level and pupil integration at the secondary level. Prior to the early 1940's interest in an integrated school system had been only sporadic and involving only in-

dividual children. It was during the early 1940's that the reorganized local branch of the National Association for the Advancement of Colored People began a campaign to remove segregation from the public school.

Their program was one of education through the presentation of facts supporting the integrated school system as truly democratic. Many conferences were held with the superintendent of schools and the board of education. While no one disputed how right it would be to integrate schools, it was now that arguments appeared against the advisability of doing so at this time. References were made to the unwillingness of white parents to accept either mixed classes or Negro teachers. It was pointed out that pupils would rebel against this plan and that neither group would be happy in such a situation. Emphasis was placed on the fact that fewer Negro teachers would be needed.

While this work was going on at the local level, forces were at work for civil rights legislation at the state level.

Chapter 169 was adopted in 1945. This was revised and expanded in 1949 and is known as Chapter 11, "The Freeman Bill" — "An act to protect all persons in their civil rights; to prevent and eliminate practices of discrimination against persons because of race, creed, color, national origin or ancestry; to create a division in the Department of Education to effect such prevention and elimination; and making an appropriation therefore."

A new state Constitution was adopted November 4, 1947. Article 1, Section 5 of the new Constitution says:

5. "No person shall be denied the enjoyment of any civil or military right, nor be discriminated against in the exercise of any civil or military right, nor be segregated in the militia or in the public schools because of religious principles, race, color, ancestry or national origin."

It is against this background that integration moved forward in the public schools of Southern New Jersey. To meet this challenge, the Superintendent of Schools in Camden appointed in the spring of 1948 a committee consisting of three board of education members, 3 principals, 3 teachers and 3 lay persons. This committee was charged with the responsibility of devising an acceptable plan for integration in the Camden Public Schools.

With maps of the existing dual boundaries and spot maps of the pupil population by grades, the committee set about its task. Early in its history the committee was faced with choosing between two possible plans of pupil integration.

1. A gradual integration beginning with the kindergarten in September 1948 and advancing a grade each year.
2. Complete full integration at all levels in September 1948.

Proponents of plan one reviewed all the arguments previously stated as reasons for not integrating. They strongly favored the gradual approach now common in many school systems in the South.

Supporters of plan two argued that the new Constitution required full complete integration at the beginning of the new school term. They were not willing to believe that there would be violence or mass retaliation. Much time was given to an open, fair minded appraisal of the two plans. It should be said that at all times members of the

committee were forthright and honest in their opinions. It was finally agreed that full integration should begin in September 1948.

Attention was now turned to the machinery to set this plan in motion. First, new zones were established to provide for all children to attend the school within a given boundary.

A principal and two teachers were given scholarships by the local board of education to attend a 6 weeks human relations workshop at Rutgers University. Here people of varying backgrounds met and lived together and looked objectively at the whole area of human relations. These people served as resource people in our local system when they returned.

School personnel and Parent Teachers Associations embarked on a program of preparedness. Speakers, films, discussion groups, skits, all formed a part of this program.

Against this background the Camden Board of Education on August 18, 1948 passed a resolution calling for the complete integration of all public schools in September, 1948.

September 1948 found public schools in Camden City opening without incident. Faculties of previously all white schools were integrated. This was and is not true of faculties in schools in all colored neighborhoods. There were cases of pupils transferring to parochial schools. The percentage however was not noticeable. Special transfers handled by the coordinator of special services were kept at a minimum.

On the scene appraisal would give Camden City a better than average grade in the solution to this problem.

Other Southern New Jersey Districts

A brief view of other Southern New Jersey school districts presents the following pictures:

A district which had always had a small

school for all colored pupils in the community solved its problem by closing this building. One colored teacher resigned at will and the other one was assigned to remedial work. She is still working in this position. No additional colored teachers have been hired.

In a nearby community a district which had integrated its faculties in areas where there were integrated student bodies has now integrated faculties in areas where, because of housing restrictions, there are no colored pupils.

In still another town, the county seat of a South Jersey county, integration has been restricted to the admission of a few colored pupils who live close to previously all white schools. The new boundaries were peculiarly drawn to keep the colored pupils in an area serviced by the segregated school and to eliminate any white families from the district. There has been no integration of faculties.

A district in Southern New Jersey which had maintained a segregation pattern with the exception of assigning one colored teacher to an all white school, has, as of September 1957, made further advancement. One all Colored School was reorganized to house all pupils of one grade and the special class pupils. The faculty and pupil population are equally divided white and Negro. The principal of a formerly all Negro school is now principal of a larger formerly all white school with all white teachers and about 25 per cent Negro population.

A township area which has retained two all colored schools, which are so because of housing, appointed the principal of a now closed colored school to the principalship of a larger school with all white faculty and integrated student body. A Negro teacher is a remedial teacher for 3 schools in the district. No Negro teachers have been assigned to the secondary level.

Still another area has made no change at all from the long established program of complete integration of pupils at all levels with all white personnel. All efforts to integrate the staff have failed.

These references present the general picture of integration in the school districts of Southern New Jersey. They could be repeated again and again. In the main there has been acceptance. An interesting side-light is the fact that the information regarding pupil and teacher assignments is not available through administrative offices because racial identity is no longer a part of the record. No factors have contributed more to this acceptance than the New Constitution of 1947 and the revised Freeman Civil Rights Bill of 1949. This acceptance supports the theory that basically we are, law abiding citizens. It is this high principle which has made fallacies of some of the reasons advanced against integration. It should however, not be felt that legislation is the sole answer to this social problem. The change will become more real and lasting when it is an outcome of a wholesome educational program.

Human relations groups are established and thrive on the premise that understanding comes when peoples of all cultures live and work together. No greater challenge in this area has ever presented itself than that which is an outgrowth of integration in public schools.

Classroom teachers form the hard core upon which success in this area depends. There must be a complete acceptance of the fact that open mindedness and free discussion are basic to growth. Opportunities must be provided for enrichment based on knowledge and understanding of various cultures. Classroom experiences must develop a respect for the rights and the dignity of individuals and groups of all races and creeds.

That each child will feel secure in his environment is an accepted factor in child growth and development.

It cannot be over emphasized that the degree to which democracy will be accepted

as a way of life in countries around the globe depends on the effectiveness of the teaching provided the pupils in the schools in every corner of our country today. This education, to be complete, must be nurtured in an integrated environment.



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Desegregation in the Baltimore Schools

By SAMUEL T. DANIELS

Executive Secretary, Maryland Commission on Interracial Problems and Relations

Baltimore, the major city of the State of Maryland can well be proud of its immediate compliance with the U. S. Supreme Court's decision of May 17, 1954. The Baltimore desegregation policy decided upon by the Board of School Commissioners was announced on June 10, 1954, was applied to all grades simultaneously. There was no special preparation for integrated classes given to teachers or pupils. The Baltimore school system was in a favorable position for a shift to a non-segregated basis. The ten years preceding the Supreme Court's Ruling had seen a number of steps successfully taken to unite the administrators and teachers in meetings and workshops. The quiet acceptance of Negro students at Polytechnic Institute two years earlier was another factor of considerable encouragement to the School Commissioners.

Full support of the City's Legal Office was evident in the following ruling issued by City Solicitor Thomas A. Biddison:

It is the opinion of this Office that the Supreme Court, by its decision, has determined that segregation in education, as provided for by Article 32, section 22, of the Baltimore City Code, is in deprivation of the equal protection of the laws guaranteed by the Fourteenth Amendment, and is, consequently, unconstitutional and invalid.

On June 3, 1954 the following policy was adopted unanimously by the Baltimore Board of School Commissioners:

In view of the decision of the Supreme Court regarding our public schools, and in view of an opinion given us by the Baltimore City Solicitor dated June 1,

1954, it is the opinion of this Board that our school system should be conformed to a non-segregated basis to be in effect by the opening of schools in September of this year.

Following the Board's decision of conformity, the following practical steps to be taken for desegregation were presented by Dr. John Fischer. The essential points were these:

1. Prevailing standards pertaining to school admission, grades and curricula would be maintained, except that "the race of the pupil shall not be a consideration." Transfers of pupils from one school to another because of changes of residence would be routinely approved. "Transfers for other reasons may be approved by the two principals involved or by the appropriate assistant superintendent."
2. No child would be required to attend any particular school. The traditional freedom of school choice would be retained, except in those instances where a school was so overcrowded that admission had to be limited to children living in a prescribed area.
3. The prevailing policy of respecting relative merit in the assignments, promotion and transfer of staff members would be "scrupulously observed," and "no person shall be denied any opportunity because of his race." But, as in the past, the purpose of the Department of Education would be to "assign each employe to that position in which he is likely to render his best service to the school and to the community."

The School Board that same day unanimously adopted Dr. Fischer's report as its own statement of policy as to how Baltimore schools were to be operated on a non-segregated basis. The policy statement was subsequently forwarded to all staff members. In essence, it was a policy of simply running the school system exactly as before, minus racial distinctions.

Baltimore's desegregation policy worked smoothly from September 7, when schools first opened on an integrated basis until September 29. Opposition to desegregation became manifest in some areas.

Prompt action by the Police Department, School Officials and community rejection of such behavior brought a speedy end to the several minor demonstrations.

The number of Negroes in formerly all-white schools in Baltimore is now double the number in the 1955-56 school year.

In a statement for Southern School News commenting on desegregation's effect to date, Dr. John H. Fischer, Superintendent of Public Instruction, says "On the basis of our experience it seems clear that by desegregating our schools we have substantially improved the educational opportunities of Negro children without reducing in any way those available to white children.



The All-Day Neighborhood Schools and Inter Group Living

By ADELE FRANKLIN

Director, All-Day Neighborhood Schools, New York City

THE All-Day Neighborhood Schools are public elementary schools of the New York City Board of Education with a special program. There are nine of these schools located in crowded neighborhoods where many of the mothers work.

The basic idea is that the school works in partnership with the home and the community can provide the kind of education which will help our children realize their potentials and become happy, well adjusted, responsible citizens.

To the regular school staff are added six teachers, an administrator and a psychiatric worker from the Bureau of Child Guidance. These additional teachers work from 10:40 to 5:00. They are experienced classroom teachers who receive continuous training in the fields of curriculum, guidance and recreation under the Director of the program.

Regular classroom teachers with the assistance of this additional staff are able to enrich the curriculum for all the children. Opportunity is provided for special attention to children who need it — the slow learners, the emotionally blocked and those with language difficulties.

Many children have special needs that cannot be met during the regular school day or by mass recreation programs. In the All-Day Neighborhood School, after-school groups are limited to twenty-five children. The children work and play in a relaxed atmosphere under the guidance of a warm, understanding adult who is familiar with their life during the school day.

It has always been the philosophy of the

All-Day Neighborhood Schools that school, home, and community must work closely together for the best interests of the children. In these schools not only are there active Parent-Teacher Associations, but there are Citizens Committees concerned with the problems of the community as they affect the school. Both the Parent-Teacher Associations and the Citizens Committees help to raise funds for such vital activities as additional after-school groups and summer programs so badly needed in these crowded areas.

In the school itself, every effort is made to help children to work together. Such additions to the curriculum as the "Service Classes" in which a class undertakes a needed service for the school, gives a realistic approach to cooperative effort. Classes take charge of such activities as running the school library, scheduling film showings, distributing school supplies, handling the record library, collecting milk money, etc., etc. Sharing a job with classmates in an activity which contributes to the smooth functioning of the school and the welfare of other children is a very satisfying experience and can be a real lesson in democratic procedure. Children learn to respect each other on the basis of each child's ability to contribute to the group. A child may have trouble speaking English but he can find success in learning to operate a film projector.

Inter-school visits are another important aspect of the program of the All-Day Neighborhood Schools. By using the rich racial and cultural backgrounds of the nine different communities, and by getting to know one another, the children develop real human

understandings. The visiting is based on a mutual interest that arises in a classroom situation and is capitalized on by careful teacher planning. For many years a fifth grade class in the Ethical Culture School and a fifth grade in our West Harlem School, P.S. 194M, met on a monthly basis in alternate schools. Together the children made toys for a day nursery located on 110th Street, midway between the two schools. Each class planned the day for the visiting group.

It has always been our contention that Negro History Week and Brotherhood Week cannot alone achieve a better understanding of other people. Studies of New York City lend themselves to inter-school visiting. When the children from Chelsea first visited Harlem they were quite apprehensive. They came away very impressed by the cleanliness and good manners of their hosts and hostesses.

A class in P.S. 63X adopted a child in Liberia and dramatized the story of her life. They interested other classes in their own school in their study of Liberia. Interesting charts were made from pictures and material obtained by the children from letters sent to the Office of Education in Liberia. This play and the informational charts were taken to schools in Manhattan and the Bronx and aroused much interest and enthusiasm. Books and clothing were sent to Liberia from the children of many schools.

An account of this type of program appeared in the March Newsletter published by the Citizens for All-Day Neighborhood Schools:

"In their attempts to organize a School Civic Club, the children of P.S. 144 Brooklyn recognized their need for the help of an experienced group who had formed such a club successfully. Since P.S. 194 Manhattan has a very dynamic

Civic Club which has inspired many outstanding school and community projects, it was natural that the children turn to them for help.

"One delegate from each class above the Third Grade at P.S. 144 Brooklyn was elected to take part in this important organization. They visited P.S. 194 Manhattan to see the Civic Club in action. They learned how the Civic Club organized games in the school yard to keep children busy. They were told of other areas in the school program where Civic Club members function. Many opportunities were provided for the children to get together informally to get better acquainted. They lunched together and then each child from P.S. 194 Manhattan escorted a child from the other school to his class and introduced him to the teacher and to the children.

"A return visit to the Brooklyn school was made on the day of the NBC television broadcast in the series 'Know Your Schools.' In spite of cameras, lights, wires and TV personnel, the children lost no opportunity for renewing and strengthening their friendship. Many of them had been in correspondence with each other in the interim. The children held a joint meeting and discussed plans together for the good of both schools. They decided to have a few joint meetings in order to solve their common problems or to help each other with individual school problems in line with their duties and responsibilities. A particularly nice touch in this crowded day was the request that the 194 friends be allowed to visit the classrooms and meet the teachers and the children in the Brooklyn school.

"On their way home from this visit, the children from P.S. 194 commented on the fitness of beginning this project during

U. N. Week. 'After all,' said Eddie, 'The U. N. tries to work out an answer to problems by getting people from different places together so they can make friends and talk things over. That's just what we're doing when we go to another school in another neighborhood or when they come to us.' "

The inter-school visiting is not confined to the children. Parents often accompany children on these visits and joint meetings of parents and citizens are also arranged. Last spring, all nine schools held a joint meeting in the auditorium of P.S. 108 in East Harlem, to discuss the question of the citizen's role in the school. The City-Wide Citizens Committee contains representatives from the Parents and Citizens of all nine schools. People from different communities, and of different racial background, meet together to

discuss mutual problems. The staff of the schools get an opportunity to meet together through the joint work shops held for the group teachers, and through inter-school meetings. Through this adult participation the burden for greater understanding does not fall on the children.

This type of interchange on all levels is most important in a city like New York where housing isolates nationality groups. The school may not be able to integrate its classes, but it has an obligation to see that children have an opportunity to meet with many varied groups. It requires additional effort to bring about this interchange, but with parents, citizens and teachers working together, the increased understanding and the development of a greater self responsibility on the part of minority groups is more than worth the effort.



Integration at Jefferson Junior High School

Washington, D. C.

Hugh Stewart Smith, Principal

THE program of integration in Washington, D. C. has been aptly described as a "miracle in social adjustment" by Dr. Carl F. Hansen, Superintendent of Schools. Desegregation might be a more appropriate term to use in describing the events that surrounded this great program. Children and adults worked together toward that kind of human behavior which has grown out of the biblical injunction, "Thou Shalt Love Thy Neighbor As Thyself." The program at Jefferson Junior High School illustrates in general the events and projects carried out in the various schools in Washington, D. C.

Jefferson, being in a community of low economic-social background, has always been a melting pot of races. Over the past twenty-five years, as in many other communities in Washington, the ratio of the negro-white population, which in 1925 was seventy per cent white and thirty per cent negro, completely reversed itself in 1956. Our school, in Southwest Washington, occupies a small triangular area south of the city and "below the tracks." It has always been community conscious and for faculty and students the business of living together in the community has been our most serious concern.

Early Steps Toward Integration

For several years before integration, or desegregation, the white and negro junior high schools in our area worked together on common problems and, against all regulations, met together to help solve them. Several mutual projects come to mind: a safety program sponsored by the American Automobile Association and the American Legion, a campaign against vandalism, and a Junior Chamber of Commerce project concerning

"What Kind of Community Would You Care To Live In?". Pupils and faculty members worked on a scale model of an ideal community — clearing out slums and planning private and public housing; school, library and recreation sites; church and settlement house facilities; and shopping areas. (Oddly enough present redevelopment plans for Washington closely parallel the thinking of these children.)

The year before integration Jefferson planned a series of assembly programs around the general topic "Nations and Races That Have Made America Great." These assemblies were presented by homeroom sections and were closely articulated with academic subjects. In February we combined Brotherhood Week with Negro Week and had an assembly describing the contributions of our negro friends and neighbors. These programs were also presented to our Parent-Teacher Association meetings to educate the parents and the community as to what the future might hold for us all. At our two area junior high schools an English unit "Americans All" was spotlighted and children of both races read books concerning the American heritage. The children gave their book reports to their own classes as well as in the nearby junior high school.

About this time every faculty member attended at least one of the programs sponsored by the American Friends Society at International House in Washington. Here teachers of both races and all levels of instruction met to exchange ideas and problems that might result if the schools were integrated. Later the public school had its own series of workshops on the same topic.

The Southwest Washington community was always mindful of its responsibility to help make integration a success. The public library, the settlement houses, the health clinic, public recreation, and the Southwest Neighborhood Council worked hand in hand to solve the problems before them.

Integration Arrives

Finally, the first day of school and integration arrived. The many hours spent on formal and informal preparation rewarded us when not a single incident occurred, not only on that day, but in the days and weeks to follow. That morning the school year began at Jefferson Junior High School with an assembly, and two hundred and fifty former students welcomed three hundred negro neighbors. From the stage the principal reminded the student body that they were all "God's Children."

Administratively the school program made definite plans to cope with situations school officers thought might occur. Heterogeneous grouping was continued for home sections, but children went to classes to be taught homogeneously according to the information on achievement that had been received from previous schools. The seating in all classes was by alphabet. Teachers were scheduled so that all taught some classes in which there were negro students, and every child had at least one negro teacher. In the cafeteria tables were assigned to each homeroom, and noon time activities were continued with no incident. Within weeks, the assemblies, glee club, and orchestra had mixed groups appearing together, and the student council, clubs, and honor society were unaware of the color of one's skin as officers and leaders were elected or developed.

Old Problems

The problems we had expected and prepared for did not appear. In fact no new problems ever did appear. However, the

old ones were greatly amplified in the areas of education, health, religion, recreation, and welfare. Our school became geared to a fourth grade level in the seventh grade. Few children had been tested as needing a special education program, and so new textbooks and teaching materials had to be provided, often from the ditto machine. The health problem was over-powering — physical defects, malnutrition, and the lack of sex education reached alarming proportions.

Few of the children had any church affiliation and little of what they received on Sunday carried over into their daily living. Unfortunately, most of the churches were open only on Sunday and provided very little for the youth during the week. In public recreation, there was a restaffing of personnel with negro members and some white children ceased to participate in playground activities. However, this is correcting itself with integrated groups again using the playgrounds. The biggest strain on the public school is the welfare problem. We are called upon to provide money for carfare, clothing, food, emergency rents — in fact every area of welfare. This takes away, of course, the energies that should be devoted to education.

Facing the Future

The schools are diligently working in all these areas, conferences are being held with welfare officials, and Congress is being called upon to increase its appropriation to feed hungry school children in the Nation's capital. Churches have been drawn into the school program and the names of our "un-churched children are being given to the various denominations for their help. The junior mother problem has aroused the community, committees are at work jointly to see what may help the situation, and our science curriculum is being revised to meet the problem realistically. Within the school remedial classes have been set up, special education

classes increased, standards of achievement demanded, parent education given, and faculty meetings devoted to the improvement of instruction.

Our problems are great, but the future looks bright in the light of positive and

dynamic action on the part of school people. There has been a betterment of educational opportunities for all children. The realization of the ultimate goal of a better community through brotherhood is in the hands of our future community and educational leaders.



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Human Relations Practices in the Philadelphia Public Schools

By HARRY M. ORTH
Co-ordinator for Human Relations

Fifteen Years of Progress

THE improvement of human relations has been a major concern of the Philadelphia Public Schools for many years. Long before an organized program had developed for the school system, individual teachers, principals and faculty groups, on their own, had been engaged in activities and projects which fostered better human relations. A general climate of good will and co-operation was already present in the schools at the time that organized human relations emphases began to pervade the work of the schools. The schools' program evolved from an existing background of successful experience, a condition of high morale and the concept that human relations education was an important part of education rather than a need growing from tension situations alone. Gradually all aspects of the school district's professional service became involved in working for human relations goals.

As early as 1943, the Superintendent of Schools led the way for the development of a comprehensive program in human relations. That year he appointed an assistant to give particular attention to the areas of race relations and intergroup tensions. In 1944, a "Committee on Living Together" was formed by the superintendent to survey the schools so that good existing human relations practices could be brought together and shared. At the same time, the Associate Superintendent in Charge of Curriculum and Teacher Education was engaged in extending intergroup understanding through the work of his office.

The activities of the Curriculum Office,

the "Living Together Committee" and the assistant to the superintendent brought the schools into direct relationship with the many fine intergroup agencies in Philadelphia. Special seminars and study-action committees grew from this working partnership.

One of the first seminars organized, the "Intercultural Leadership Seminar," brought together with community leaders most of those persons in administrative positions who had responsibilities for school practices and policies. This seminar was a rich experience for the participants because of the range and quality of consultant service provided. The "Intercultural Leadership Seminar" met monthly over a four year period and assisted greatly in keeping those in positions of responsibility, both in the schools and the community, apprised of developments in the field of intergroup relations.

Subsequent seminars were planned in which persons from the school system participated. A seminar on the "Emotional Needs of Children" was conducted for parents, teachers, administrators and community leaders. Another was organized for principals and involved heads of over one hundred schools for a two year period. School supervisors also had a special seminar experience planned with them.

The need to discuss ways of reducing and preventing school and community intergroup incidents stimulated the formation of a "Committee on Community Tensions." Representatives of the schools, civic, governmental, and intergroup agencies met each month, as members of this committee, and were markedly successful in accomplishing their purposes.

The "Committee on Living Together" visited schools — talked to teachers, school counselors, nurses and principals; conducted several conferences for school personnel; and sought the advice of experts in the intergroup relations field. Their findings and recommendations were organized in a comprehensive report published in 1951 by the Philadelphia School's Curriculum Office under the title "*Improving Human Relations*."

The Curriculum Office centered its efforts on the following areas:

1. In-service education — Courses were offered to teachers during after-school hours which would help them gain competence in planning classroom activities and study-units on human relations topics.
2. Philadelphia Public Schools' Summer Workshop — Consultant Service was made available for teachers who wished to work on human relations problems.
3. Textbook requisition lists — Books were scrutinized for stereotypical or prejudicial points of view. Conversely, books which could contribute to better understanding were added to existing lists.
4. Curriculum planning and revision — Human relations emphases were incorporated in appropriate teaching guides and courses of study.

Revisions of courses and guides used in the schools today bear evidence of the constructive work which curriculum planning committees give to human relations. For instance, the social studies guides present specific suggestions to teachers regarding aims, units of study, procedures and teaching aids. In the recently published guide *Social Studies in the Elementary Schools*, (September, 1956, Curriculum Office) the very first objective mentioned reflects the Philadelphia

schools system's attitude toward human relations education. "The ability to get along with other people" is implemented at all grade levels with several suggested units of study. In grade one, there is a unit on "Making New Friends"; grade two, "Let's Be Good Neighbors"; grade three, "Many Helpers Work To Build Our House"; grade four, "Friendly Neighbors Live In Our City and State"; grade five, "Many Faiths—Many Backgrounds—All Americans" and grade six, "The Cultural Gifts of Our World Neighbors." Other human relations objectives such as "the recognition of the common elements in all cultures" add "the awareness of public issues and problems" are stated in the same elementary social studies guide, and similarly implemented through units of study at each grade level.

At the secondary school level, the *American History and Government Course of Study* (Curriculum Office, 1954) offers topics for study such as the "Maintenance of Good Intercultural Relations," the "Importance of Our Basic Human Rights," and the "Role of Government in Maintaining and Increasing Human Rights."

Two significant research studies were undertaken in the Philadelphia Public Schools after the end of the Second World War — "The Open-mindedness Study" and "The Philadelphia Early Childhood Project."

In 1946, a distinguished citizen of Philadelphia, the late Samuel S. Fels, offered to provide financial assistance to the schools for a study of factors which cause people to become close-minded. Teachers and principals from schools located in every section of the city participated in the study. *Toward the Open Mind*, published in 1951 by the Curriculum Office, was an outgrowth of this study and suggest school activities which can help to overcome the kind of thinking which results in prejudice.

"The Philadelphia Early Childhood Project" was also initiated in 1946. Support for Fellowship Commission. The project was designed as a field experiment in intercultural education to discover the sources of prejudice in very young children. Fifteen teachers from five elementary schools were selected to engage in the experiment. Children in kindergarten to second grade participated with these teachers. In addition to the Fellowship Commission, guidance for the study was provided by the Bureau of Intercultural Education at New York University and the Research Center for Group Dynamics at the Massachusetts Institute of Technology. A full report of the study, *They Learn What They Live* by Helen G. Trager and Marian R. Yarrow, was published in 1952 by Harper and Brothers.

As an outgrowth of the Early Childhood Project, the Philadelphia Fellowship Commission sponsored a seminar project, dealing with childhood relations, which entered its fifth year in 1957 as a co-operative program with the Philadelphia Public Schools. Each year since the seminars were organized, eight "teams" of teachers, principals and parents were invited to participate. At nine workshop sessions, Dr. H. Harry Giles of New York University, who serves as consultant, meets with the teams. Each school team analyzes the intergroup problems of its own school, selects the problem or problems on which the school will concentrate, outlines an experimental corrective program, and works out the details which will be used in the school. Participation has been limited until last year to elementary schools. However, beginning with the fall of 1957 five junior high schools have been engaged in a seminar especially directed to meet the human relations problems of the early adolescent.

Other activities were conducted in con-

junction with intergroup agencies other than the Fellowship Commission. In co-operation with Fellowship House, Fellowship Clubs, and Committees were established in most junior high schools and in some senior high schools. Teacher scholarships for summer workshops were offered by the National Conference of Christians and Jews and the Anti-defamation League of B'nai B'rith. Materials, films, booklets, and speakers provided by many community agencies were being utilized by the schools.

Considerable administrative leadership, basic research, classroom experimentation, and school-agency co-operation have gone into the human relations program of the Philadelphia Public Schools. Teachers and others in the school system, who have worked on committees and projects with the intergroup agencies of the city, who have taken in-service courses, and who have served on curriculum planning committees have been exposed to the kinds of experiences and understandings which develop teachers dedicated to the promotion of good human relations.

Present Status of the Schools' Human Relations Program

The human relations program of the Philadelphia Public Schools stems from three prime sources: (1) school personnel, — deeply concerned about the kinds of attitudes which youngsters develop about other people; (2) intergroup agencies, — ready to supply the guidance and service needed to do the job; and (3) school administration, — actively promoting practices which lead to better understanding.

In February 1956 the Superintendent of Schools organized a "Schools Committee for Human Relations" with responsibility for co-ordinating and extending the human relations efforts of the schools. Representatives were appointed to the committee by the

school district's area superintendents. Meeting monthly, the members bring problems and needs in human relations for committee consideration. As representatives of groups of thirty or more schools, the committee members are in a good position to implement the work of the central group.

At present, the Schools Committee is attempting to work on three human relations problems. One sub-committee is exploring the possibility of providing special services for in-migrant newcomers to the schools. Another expects to make many helpful suggestions to school personnel in changing community situations. A third group anticipates issuing specific technique suggestions which should improve teachers' competence in meeting intergroup problems.

The work of the "Schools Committee for Human Relations" is guided by the following objectives. The committee desires to:

1. Continue the task of sensitizing persons in the school system to matters which could improve human relations.
2. Foster experimentation by faculty groups in individual schools.
3. Encourage inter-school sharing of practises that have resulted in successful intergroup projects and programs.
4. Stimulate increased school use of community resources and intergroup agencies when planning to meet the educational needs of classroom groups.
5. Enlist parent and community understanding and support of the schools' human relations program.

Administrative Practices Which Support the Program

Examinations, eligibility listings and appointments of teachers are made without reference to race, religious background or national origin of the applicants. Appoint-

ments are made from the eligibility list in the order in which the names appear. Transfers of teachers are processed in the order of the seniority rights of the applicants who request them and who have passed beyond their probationary period.

Pupils, in general, attend the school within the geographical boundaries in which they reside. If the capacity of a school is not reached through the admission of pupils residing within its boundaries, it may accept applications for admission from pupils residing outside of its boundaries. Pupils from all racial, religious and nationality backgrounds may take advantage of transfer privileges in accordance with the regulations.

The curriculum is the same for all schools of similar level or organization. The curriculum program has encouraged teachers to make necessary adjustments to meet the needs of both slow learning and of gifted children. Educational materials, textbooks and supplies are allotted to the schools on a per capita basis.

One hundred twenty-nine out of one hundred ninety-six elementary schools have counseling teachers and each secondary school has one counselor assigned for approximately each five hundred fifty pupils enrolled. Personal, social, educational and vocational guidance are provided on an individual basis by these counselors. In this process much use is made of a variety of community agencies.

Records used in the school system do not require information regarding the racial, religious or nationality affiliation of pupils or instructional staff. However, at the request of the Department of Public Instruction at Harrisburg, a survey was conducted in October, 1957 by the superintendents of all school districts in Pennsylvania. As a result of this survey it was found that:

1. Over two-thirds of the Philadelphia

Public Schools had racially integrated student bodies.

2. Negro teachers were employed in all geographical districts of the school system.
3. Approximately four-fifths of all secondary schools had integrated faculties.

Underlying the educational program of the Philadelphia Public Schools is the fundamental belief in the worth and dignity of the individual. The schools, therefore, make every effort to provide for every child, regardless of race, creed or economic status, as much of a comprehensive education as he is able to acquire. This effort is reflected in the daily attempt of dedicated teachers and school administrators to develop each pupil to the limit of his capacity and to encourage each pupil to be enrolled in programs that are truly challenging to him.

A Look Ahead

The Philadelphia Public Schools intend to continue to make improvements in their human relations program. All persons responsible for the program realize that, despite past achievements, there will be new problems and needs which will require further work by the schools and the general community.

Population shifts may affect the composition of the communities which the schools serve, but the quality of understanding and service which the schools expect to provide will remain constant. The hope persists that all youngsters as they study, work and play together themselves and others on the basis of individual worth rather than on group affiliation.



Progress in the New York City Integration Program

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Integration is one of the great democratic challenges of our time. What is taking place in New York City is merely one facet of a nationwide process whose repercussions are felt far beyond our borders. There has been striking evidence of how Little Rock was exploited by enemies of western democracy. Here in New York, we have a dramatic opportunity to demonstrate the resourcefulness and creative energies of a democratic people in resolving racial problems.

What do we mean by integration? What is the relationship between integration in the North and integration in the South? What end goals are envisioned for this process? And what has been achieved thus far?

Actually, educational segregation as we know it in the South does not exist in New York City. Here, children are not excluded from schools for racial reasons. The public schools are open to all children without restriction as to race, creed, or ethnic origin.

Thus, there is no segregation in the New York City school system within the meaning of the Supreme Court decision. However, because of segregated residential patterns there are heavy concentrations of racial and ethnic groups in certain areas.

Underlying the integration program is the conviction that education under these racially concentrated conditions is an evil even though the school system itself is not responsible. It leads to inferior education because of the concentration of culturally deprived groups in certain schools, it militates against the enriching contact of ethnic group with ethnic group, and it wastes the rich human resources in our minority groups. It operates counter

to the objective of improving the educational achievement of the entire community. It therefore frustrates the attainment of a vital goal of democratic education — the process of bringing all parts together into a unified whole.

What end goal is envisioned for integrated schools? It is hoped that as a result of integration the educational achievement of disadvantaged groups will improve. It is hoped, too, that more positive democratic attitudes will emerge from a situation in which all ethnic groups can draw on one another's cultural resources. Children who study together learn to live together.

Unfortunately, the schools cannot undo all the harm resulting from segregated residential patterns. It is impossible, under existing circumstances, to achieve complete integration. However, the schools can join in the attack on this social problem.

The Two Major Targets in the Integration Program

There are two principal evils the Board of Education is attempting to remedy: racially homogeneous schools and low achievement in schools with heavy concentrations of Negro, Puerto Rican, and other culturally deprived children. The Board of Education is attempting to deal with the first problem by deconcentrating schools racially wherever possible, especially in fringe areas. It is meeting the second challenge by providing increased services in such schools (Special Service Schools), reducing class size, and taking other steps to improve student achievement. Despite the atmosphere of controversy that has surrounded integration, our school

system has been making steady progress in both these areas.

It should be noted that the efforts of the integration program are not entirely new. The Board of Education has been endeavoring for many years to raise the achievement level of all children, especially those residing in underprivileged areas.

In many districts, too, there have been efforts in the past to achieve racially balanced schools through locating new schools in fringe areas and through rezoning. The work of the Commission on Integration has had the effect of quickening, extending, and coordinating such efforts.

Progress in Rezoning and in the Location of New Schools

The school building program has also helped integration. Since 1954, 71 elementary and junior high schools have been planned to serve bi-racial or fringe areas. Twenty-one of these buildings have already been completed and occupied. Of the remaining number, 22 schools are currently under construction, 9 are on the drawing boards, and 19 are listed in the proposed 1958 Capital Budget adopted by the City Planning Commission on November 1.

The locations of these schools facilitate integration by making it possible to enroll pupils from different racial and ethnic groups residing in adjacent or overlapping communities.

Major modernization projects since 1954 include 30 schools in which the enrollment is of mixed racial and ethnic composition. The cost of improving facilities in these integrated schools to conform to current standards for school construction has been approximately \$16,000,000.

During the same period more than \$35,000,000 was spent on maintenance and repair of elementary and junior high schools alone,

with the bulk of such appropriations going to schools in depressed areas where the needs are greatest.

Teacher Assignments to Special Service Schools

With regard to teacher assignments persistent efforts have been made to secure experienced teachers for Special Service Schools on a voluntary basis. In the meantime, more teachers on regular license have been assigned to such schools. Superintendent Jansen is now studying other proposals to bring about a more equitable ratio of experienced to inexperienced teachers in Special Service Schools.

Additional supervisory, teaching, clerical, and school lunch personnel have been allotted to Special Service Schools. This will enable teachers to devote more time to classroom teaching and will provide more supervisory help for the teaching staff. In the budget recently submitted, the Board of Education again requested increased staff in order to effect further gains.

Measures to Overcome the Effects of Cultural Deprivation

With respect to the Subcommittee Report on Educational Standards and Curriculum, reports from the various Divisions reveal that there is steady progress toward overcoming the effects of cultural deprivation. For example, class size in elementary schools is organized on the basis of 32.5 pupils, while Special Service Schools are organized on the basis of 28 pupils per class and 26.7 in schools having a preponderance of children with a language handicap.

In the Junior High School Division, class size has been organized on the basis of 1.6 pupils, while many Special Service Schools have average registers as low as 28.6. Special Service Schools also receive \$1 more per capita for supplies than other schools.

The Subcommittee recommends that children be promoted in terms of their achievement level. Promotional policies in the Elementary and Junior High School Divisions have been clearly defined so that all children are required to meet established standards with due consideration to differences in ability.

The Subcommittee also recommends that the content of the curriculum be made more specific and that undue modifications of the curriculum should not be permitted in order to assure that a minimum content of knowledge will be expected of each normal child in a given grade in any school. Curriculum bulletins are continually being revised and made more specific, and variations are permitted only on the authorization of the local assistant superintendent.

The report of the Subcommittee on Educational Standards and Curriculum calls for more abundant opportunities for qualified children to participate in programs for intellectually gifted children. Throughout New York City, 17 out of 45 classes for the intellectually gifted are in Special Service Schools, with two new classes added to Special Service Schools this year. The program for superior and gifted children in elementary and junior high schools is being con-

tinually studied, strengthened, and expanded.

The Subcommittee on Guidance, Educational Stimulation and Placement recommends an intensified guidance program. Despite budgetary limitations, continual efforts have been made to increase guidance services in Special Service Schools. Of the 50 elementary schools served by guidance counselors, 23 are in predominantly Negro and Puerto Rican areas. Of the 24 junior high schools served full-time by counselors, 22 are predominantly Negro and Puerto Rican in population.

At the urging of the Superintendent of Schools, special emphasis has been placed upon the recommendation of this Subcommittee that calls upon the staff to make a conscious effort to build the factor of educational stimulation into school programs in culturally deprived areas. As a result of studies and conferences among school personnel, techniques are being developed to achieve this goal.

The integration program must continue to engage our concerted attention and energies. With the sympathetic understanding and active support of all school personnel, we can attain the goals of integration and raise the achievement level of all children.

The American Arts and the Social Studies

By E. McCLUNG FLEMING

Dean of Educational Program

The Winterthur Museum, Winterthur, Delaware

WE are all agreed that man is more than an economic, a social, or a political animal. Indeed, government and business may be, as John Adams believed, merely the necessary means to the end of the arts. "I must study politics and war," he wrote in 1780, "that my sons may have liberty to study mathematics and philosophy . . . in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry, and porcelain." Many of us would doubtless further agree that the record of American culture can be seen as well as read. Nevertheless, comparatively little attention is as yet paid to the study and teaching of the American arts in general or to the contribution of the visual arts in particular to an understanding of American society. Here at the Winterthur Museum today, you will see a multitude of objects of beauty and usefulness made by John Adams' countrymen in which they embodied the spirit of their times.

The Winterthur Museum is located on a private estate which is 140 years old and some 1200 acres in extent. The building it occupies was begun in 1839 and was greatly enlarged in 1928 until it now contains some 150 rooms on eight floors. The collection, which was assembled by Mr. Henry Francis du Pont over a period of thirty years, was first opened to the public in 1951. It now constitutes a museum of the American arts — architecture, painting, sculpture, the decorative arts, graphic arts, and folk art. Geographically, the collection includes representative interiors from ten of the original thirteen states; in time span, it covers the two hundred years from 1640 to

1840; stylistically, it broadly illustrates the major style periods of architecture, painting, and interior design within this era; it also includes excellent examples of all the important regional schools of cabinetmaking and of the most important American craftsmen of this period. The Curator of the American Wing of the Metropolitan Museum has recently written of Winterthur: "This vast array of period rooms and galleries . . . far and away overshadows anything else of the sort that has ever been attempted. There is no doubt that this is the headquarters for early American art and for scholarship on the subject."

Several principles underlie Winterthur's interpretation of the objects in its collection. It believes that art is one of the most important languages of the human spirit, and that therefore no culture can be truly understood until its arts are understood. It further believes that America's achievement in the arts is best seen in the things our people have used in the business of everyday living: their salt-box houses, churches, and railway stations; their trestle tables, Philadelphia highboys, and Windsor chairs; their silver teapots and stainless steel toasters; their Conestoga wagons, clipper ships, and automobiles. This implies that the main stream of development of the art of the United States, especially to 1840, was in the hands of craftsmen rather than of so-called professional "artists," and cannot be understood except in relation to such craft forms as carpentry, furniture, ceramics, pewter, textiles, and folk art. In this museum's view, the craftsman was an artist, just as the artist was a craftsman, and the products of American craftsmanship

belong to the study of American art.

The American craftsman, indeed, had an important share in the shaping of American culture. It took many men and women to establish this country. It took the soldier, the frontiersman, the farmer, the merchant; it took the statesman, the school teacher, the minister, and the housewife. It also took the craftsman, who combined usefulness and beauty in objects of everyday living—chairs, dishes, candlestands—things of such beauty that we today study them, collect them, copy them, and in short, still love to have them with us. Paul Revere, who was a silversmith, engraver, print maker, ironmaster, and coopersmith, as well as a patriot, can well represent for us the goodly company of early American craftsmen. Because of the limited labor supply and the constantly growing demand for manufactured goods, he enjoyed a favorable lot and not infrequently improved himself by becoming a landowner or a merchant. He was often active in politics, including the struggle for independence, and served with distinction in the armies.

This middle-class businessman made up the second most numerous occupational group in colonial society, constituting 18 per cent of the total population, with the farmer accounting for 80 per cent. Various known as a craftsman, an artisan, an artificer, and a mechanic, he made objects with which to feed, clothe, house, protect, transport, delight, and entertain his countrymen. Though bringing with him across the Atlantic the guild traditions of manual skill and of pride in tools and workmanship, the American craftsman did not as a rule find it advantageous to continue many guild arrangements. One exception, however, was the apprenticeship system, which flourished here. The craftsman's activities can be traced in the identification labels he glued to the

furniture he made, the articles of apprenticeship he drew up, the advertisements he placed in newspapers; and in the trade cards he distributed, the bills he sent to his customers, the account books he kept, and the wills and inventories which list his products. Winterthur is particularly interested in collecting such items as these.

Often obliged, when beginning his trade in seventeenth-century America, to abandon specialized skills learned in the old country, the craftsman soon developed into a highly expert specialist in such eighteenth-century towns as Boston, Newport, Salem, Philadelphia, and New York. In several fields, such as cabinetmaking and silversmithing, he competed successfully with his European counterpart. In his work can be traced several national traditions, notably English, Dutch, French, German, and a European interpretation of Chinese. For inspiration and guidance he utilized imported design books, but relied heavily on his own judgment in simplifying European models and adapting them to the taste of the emerging American nation. In such novel furniture forms as the Newport block-front case piece, the Philadelphia Chippendale high chest, the Windsor and Hitchcock chairs; and in such items as the Pennsylvania rifle and the Conestoga wagon, the American craftsman showed his originality and soundness of design.

The objects in the Wintherthur Collection may, for convenience, be grouped in five categories. First, there is architecture, both exterior (especially window and doorway treatment) and interior (stairways, fireplace fronts, doors, paneling, cornices, moldings, ceiling decoration). Second, there is painting, including oil on canvas and wood, water color, and pastel. Third, there is the broad division of the decorative arts. This includes furniture, the strongest single part of the

Collection; a wide variety of furnishings of all kinds made of glass, ceramics (pottery, porcelain, faience, delft, majolica, lustre), metals (iron, copper, brass, pewter, silver), textiles (representing every known material once used in American houses, whether it was Italian velvet, Spanish brocatelle, French brocade and damask, English printed cotton, or American needlework and linsey-woolsey); wallpaper made in this country, in England, in France, and in China and accessories of all kinds. Fourth, there are the graphic arts represented by engraving, prints (lithographs, mezzotints, and dry point), printing (books, magazines, newspapers), and bookbinding. Finally, there is folk art, including primitives, Shaker furniture, and an especially strong collection of Pennsylvania-German art. It is the special mission of Winterthur to present these objects in their true functional relationship; i.e., as they might actually have been placed and used in period rooms. The Museum includes more than eighty such rooms, ranging from the simple, second-floor bed chamber of a seventeenth-century Ipswich, Massachusetts, house to the elegant stair hall of a nineteenth-century North Carolina plantation house, and including kitchens, dining rooms, hallways, parlors.

The Museum's approach to the objects in its collection is from three interrelated, though distinct, points of view: that of connoisseurship and art history, that of craft production, and that of socio-cultural history. From the first of these viewpoints, aesthetic

factors of style, design, ornament, color, and composition predominate. From the standpoint of craft production, the important factors are the preparation of materials, and the tools and techniques of manufacture.

It is the socio-cultural approach to the art object which will probably be of primary interest to the social studies, and in many ways this includes both the other approaches. For a study of these craft forms is not only a study of our arts as such, but also a study of how the arts reflect social forces at work and problems met. From this standpoint, art objects are social documents which can often throw valuable light on the political, economic, social and intellectual movements of an age. Thus they can tell us much about the state of the mechanic arts; about trade, technology (lighting, heating, fire making, time telling, writing, sanitation), the standard of living, social usage, popular taste; about the general feeling for form expressed in style, and the general social "mood" interpreted by the current vocabulary of design. In the historic house and the period room these objects provide us a vivid, dramatic commentary on the personal life of the individual and his time.

Through its collection, its several libraries, and its rapidly growing programs of study and research, of teaching and lecturing, and of publication, Winterthur hopes to contribute to a better understanding of our cultural heritage.

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MIDDLE STATES COUNCIL FOR THE SOCIAL STUDIES
FIFTY-FOURTH ANNUAL SPRING MEETING
WILMINGTON, DELAWARE
WINTERTHUR, DELAWARE

PROGRAM PARTICIPANTS

MAY 10, 1957—OPENING SESSION, Dinner Meeting at the duPont Country Club.

Chairman: William H. Hartley, State Teachers College, Towson, Md.

Address: "Technology and Social Change"—George R. Seidel, Technical Adviser of the duPont Company's Public Relations Department.

Recorder: Corinne M. Barker, Haaren High School, New York City.

MAY 11, 1957—GENERAL MEETING, at Winterthur Museum, Delaware.
A.M.

Chairman: William H. Hartley, State Teachers College, Towson, Maryland.

Address: "Prejudice and Integration"—Earl T. Hawkins, President of State Teachers College, Towson, Maryland.

Panel Discussion: "Integration: A Challenge and an Opportunity for Educators in the Middle States."

Discussion Leader: John H. Niemeyer, President of Bank Street College of Education, New York City.

Discussants:

Adele Franklin, Director, All-Day Neighborhood Schools, New York City Public Schools.

Walter L. Gordon, Principal of Charles Sumner Elementary School, Camden, New Jersey.

Samuel T. Daniels, Executive Secretary of Maryland Commission on Interracial Problems and Relations.

Ward I. Miller, Superintendent of Wilmington Public Schools.

Harry Orth, Coordinator for Human Relations, Philadelphia Public Schools.

Hugh Smith, Principal of Thomas Jefferson Junior High School, Washington, D. C.

Recorder: Wilfred L. Wright, Rockville Centre Public Schools, New York.

MAY 11, 1957—Address: "The American Arts and the Social Studies" —
P.M.

E. McClung Fleming, Dean of Educational Program, Winterthur Museum, Winterthur, Delaware.

Guided Tour of Winterthur Museum and Gardens

PROGRAM COMMITTEE

John H. Niemeyer, Chairman

Harry Bard

Dorothy W. Furman

Leonard Kenworthy

Clyde B. Cochran

Seneca Furman

George Oeste

Muriel Crosby

William H Hartley

Charles Ray

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| John S. Monroe, Delaware | Maud Austin, New Jersey |
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The three most recent past presidents are members of the Executive Committee:

- George I. Oeste, Pennsylvania
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Ralph W. Cordier, Pennsylvania

Clyde B. Cochran

Members of the teaching profession have learned with profound regret of the passing on April 18, 1958 of Clyde B. Cochran, teacher in the Washington schools for fourteen years and a pioneer in educational organization.

Mr. Cochran was born in Pittsburgh, Pennsylvania, February 26, 1906, and attended the public schools of that city. In 1929 he received his BA Degree, a BS Degree in 1930, and a MA Degree in 1931 from Ohio State University. He began his teaching career as a social studies instructor in Weir High School, Weirton, West Virginia.

As a teacher in Hancock County, West Virginia he spearheaded a movement toward a statewide teacher organization and was elected President of the West Virginia Classroom Teachers Association in October 1937. In December he resigned his teaching position to become executive secretary of this group. During this time he also served as a member of the West Virginia Legislature from Hancock County.

During the war Mr. Cochran served as a radio instructor in the Army Air Force Communication School at Scott Field, Illinois.

In 1943 he was married to Virginia Lewis of Davis, West Virginia who was a teacher at Alice Deal Junior High School. In 1944 Mr. Cochran came to Washington and was appointed as instructor in the Chamberlain Vocational High School. He was later transferred to The Hine Junior High School where he taught until the time of his death.

Mr. Cochran made an outstanding contribution in professional educational organizations. He initiated the Jackson's Mill Leadership Conferences and the summer workshop at Bethany College, West Virginia; he was a delegate to the Pan American Congress of Educational Association in Havana, Cuba; as member of The West Virginia House of Delegates he led in securing salary, retirement, and tenure legislation for teachers.

A life member of the National Education Association, Mr. Cochran served as Vice President of the Classroom Teacher Department in 1948. Since coming to Washington he has also served as chairman of the D. C. Round Table for the Social Studies; Treasurer of the Middle States Council for the Social Studies; President of The Junior High School Teachers Association from 1952 to 1954, in which capacity he initiated the workshop conference for teachers; first President of the Joint Classroom Teachers Council; Vice-President of the District of Columbia Educational Association; Delegate to NEA Conventions Association for almost twenty years.

Mr. Cochran was an energetic and resourceful worker in the cause of educational progress. He approached the intricate problems of educational organization with a clarity of thought and forthrightness of purpose that won the admiration of those with whom he served.

LEONARD M. SKINNER

ANNUAL PROCEEDINGS
OF THE
MIDDLE STATES COUNCIL FOR THE SOCIAL STUDIES



Recent Annual Proceedings of the Middle States Council for the Social Studies which are still in print are:

Integration: A Challenge and an Opportunity for Educators in the Middle States. Dorothy W. Furman, Editor. Volume 54. 1957. \$1.00

Our Federal Government in Action. Dorothy W. Furman, Editor. Volume 53. 1956. \$1.00

Social and Economic Patterns of the Middle Atlantic States. Dorothy W. Furman, Editor. Volume 52, 1955. \$1.00

Teaching and World Affairs. Samuel Everett, Editor. Volume 51. 1954. \$1.00

Citizenship Education: 1903-1953-2003. Eleanor W. Thompson, Editor. Volume 50. 1953. \$1.00

Social Science Frontiers. James E. Blakemore & Leonard S. Kenworthy, Editors. Volume 49. 1951-52

Focus on Foreign Policy. James E. Blakemore, Editor. Volume 48. 1950-51. \$1.00

New Viewpoints in the Teaching of Social Studies. George I. Oeste, Editor. Volume 47. 1949-50. \$1.00

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